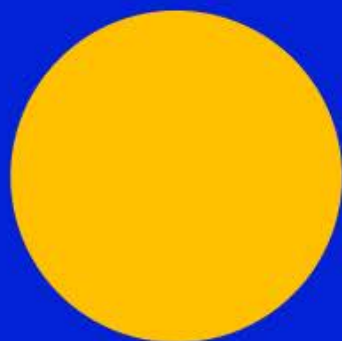




REDE
CIDADÃ



ANNUAL REPORT

2025

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1. INSTITUTIONAL INFORMATION

Rede Cidadã is a Social Assistance Entity that develops programs and projects in a continuous, permanent and planned manner, in the area of Social Assistance, providing priority service to users described in Law No. 8.742/1993 – the Organic Law of Social Assistance (LOAS).

Acting in accordance with the set of regulations governing the National Policy of Social Assistance, the Citizen Network advocates for the social inclusion of people in situations of social vulnerability, preventing social and personal risks, without discrimination, in a completely inclusive manner. Free of charge. Social assistance programs promote integration into the world of work, with social protection and guarantee of rights, in accordance with CNAS Resolution No. 33/2011.

1.1 - Identification

Name of the organization: Citizen Network

CNPJ (Brazilian tax ID) Headquarters: 05.461.315/0001-50

Main CNAE (National Classification of Economic Activities) code: 88.00-6-00

Date of CNPJ registration: 12/26/2002

Full address of the headquarters: Rua Alvarenga Peixoto no 295 – 5th floor, Lourdes – Belo Horizonte/MG - Postal Code: 30180-120

Emails: redecidada@redecidada.org.br | partnershipseprojetos@redecidada.org.br

Website: www.redecidada.org.br

Telephone: (31) 3290-8025

Registration number with the Municipal Social Assistance Council of Belo Horizonte/MG - Matrix: 076

Registration Number with the Municipal Council for the Rights of Children and Adolescents of Belo Horizonte/MG - Main Office: 274

Certificate Number of Beneficent Entity of Social Assistance - CEBAS: 235874.0009320/2019

1.2 - General Objective of the Entity

To promote development actions for users of the Social Assistance policy, personal, social and professional well-being, through programs and projects that ensure users opportunities for integration into the world of work. The actions developed take place integrated into various policies aimed at promoting autonomy, empowerment, and training citizen-politician.

1.3 - Statutory Purposes

- To promote Social Assistance, acting in the social protection of individuals and families, primarily in situations of vulnerability or risk, through the execution of services, programs and projects;
- To promote the coordination of social actions carried out by public bodies and private companies and non-profit organizations, creating activities in a network format;
- Apply the Law of Learning;
- Apply the Internship Law for students and act as an integration agent in their development student internship program;
- To develop and implement actions to promote integration into the world of work, through Programs and projects that promote autonomy and ensure the right to professionalization to work and income, inseparable from other social rights, offering political training-citizenship and preparation for the world of work, professional apprenticeship, internship students, productive inclusion, qualified insertion or reintegration;
- To work in the education sector, promoting it at all levels, stages, and modalities, including technical and technological vocational education;
- To work in the promotion of sport, developing sports and para-sports projects;
- To act in the promotion of culture, considering its various origins and forms of expression, through the execution of artistic and cultural projects and activities;
- To promote education for citizenship;
- To act in the promotion and defense of the rights of children and adolescents;
- Act within the framework of the Elderly Person Law, promoting their care through programs of employability and entrepreneurship, respecting and observing the Statute of the Elderly Person;
- To promote access for People with Disabilities (PwD) to income generation and employment through employability, apprenticeship, and entrepreneurship projects;
- To promote the evaluation of projects and programs developed in the third sector, in companies or institutions aiming to improve operational strategies;
- To disseminate, promote and implement corporate social responsibility actions and programs, volunteering;
- To act in the promotion of ethics, peace, human rights, democracy, justice and other universal values in defense of life;
- To work on a project that generates employment and income in synergy with preservation and conservation of the environment and promotion of sustainable development.

1.4 - Source of Funds

Rede Cidadãa worked in partnership with the Public Sector, Private Companies and Social organizations, working synergistically, forming a network of allies to expand and consolidation of social assistance actions and projects, through the promotion and integration of the population most vulnerable to the world of work. To achieve this, it relied on the strength of partnerships in a collaborative, integrated and intersectoral network that provides human, physical, and other resources. Financial and social resources are essential for designing actions of public and mutual interest. These resources can be made available through contracts or agreements with public entities and private.

1.5 - Infrastructure

The infrastructure used may vary between rented spaces or spaces provided by partners, public or private, depending on the local context and the availability of resources. Regardless of the nature of the space, physical and material conditions are ensured and compatible technological conditions for the execution of programs and projects, observing the following conditions of accessibility, health and safety.

Key features include:

- Classrooms
- Consultation rooms
- Men's/women's restrooms with accessibility
- Drinking fountains
- Computer labs owned or provided by partners
- Furniture and equipment for providing theoretical meetings/workshops
- Furniture and equipment for carrying out administrative and pedagogical activities

2 - NATIONAL SOCIAL LEARNING PROGRAM

Actions to Promote Integration into the World of Work - (CNAS Resolution No. 33/2011, Technical Note No. 02/2017/DRSP/SNAS and article 29, III, of Complementary Law No. 187/2021, Law Federal Law 8.069/90, Statute of the Child and Adolescent – ECA – in its article 90 – Regime of Services offered: socio-educational support in an open setting.

2.1 - Target Audience

- Teenagers and young people aged 14 to 24 and people with disabilities without limitations regarding the maximum age, according to the legislation. Priority will be given to:
- Adolescents and young people in institutional care;
- Adolescents and young people who have left child labor;
- Teenagers and young people enrolled in the public education system, at the elementary and secondary levels regular or intermediate technical education, including in the Youth and Adult Education (EJA) modality;
- Teenagers and young people who have left the juvenile justice system or are serving sentences socio-educational;
- People with disabilities;
- People whose families are beneficiaries of income transfer programs;
- People in situations of low to extreme social vulnerability;
- People belonging to underrepresented groups, such as the Black population, LGBTQIAP+, Indigenous people, women.

Total number of apprentices served.	20,562	%
Apprentices who self-identified as Black or mixed-race	15,146	64%
Apprentices who self-identified as LGBTQIAPN+	2,046	9%
Apprentices with disabilities	722	3%
Apprentices whose family income was less than or equal to two minimum wages	15,777	67%

2.2 - Service Capacity

A total of 12,883 new trainee users were served, in addition to the active users, for a total of 23,672 apprentices.

2.3 - Financial Resources Used

The funding came from agreements made with partner companies interested in hiring apprentices. The companies' investment served to cover the costs expenses related to social

assistance/socio-educational activities, infrastructure expenses, uniforms, Snacks, staff/technical team, teaching materials, and administrative expenses.

The Citizen Network worked to expand opportunities in the Program of Social learning also in conjunction with the Public Administration, having signed a Funding Agreement with some municipalities, highlighting the relevance of these bodies' initiative in relation to their constitutional mandate to guarantee fundamental rights.

2.4 - Human Resources Involved

Position	Training	Workload	Amount	Hiring Regime
Analyst	Administration	44h week	01	CLT
Administrative Analyst	Administration	40h	01	CLT
Department Analyst (HR)	Resource Management Humans	40h	01	CLT
Analyst of Human and Professional Development	Administration, Arts Performing Arts, Visual Arts, Biological Sciences, Human Resource Management, Literature, Social Work, Pedagogy, Humanities, Information System, Psychology, History, Animation Design, Animal Science, Geography, Law, Management Processes, Social Sciences	40h	51	CLT
Analyst of Human Development and Professional	Administration, Pedagogy, Law, Biological Sciences, History, Literature, Management People, Social Sciences, Psychology	30h	17	CLT
Systems Analyst, Human Development Professional	Analysis and Development, Literature, Law, Social Work, Psychology, Tourism, Pedagogy, Naturopath	8pm	10	CLT
Analyst of Human and Professional Development	Pedagogy	8am	01	CLT
Analyst of Referral and Follow-up	Psychology, Social Work	40h	03	CLT
Recruitment and Selection Analyst	Resource Management Humans, Psychology	40h	01	CLT
Territory Analyst	Pedagogy, Psychology, Social Work	40h	07	CLT
Territory Analyst	Psychology	8pm	01	CLT

Territory Analyst	Completed High School	8pm	01	CLT
Training Analyst	Resource Management Humans	40h	01	CLT
Assistant Human Resources Department	Resource Management Humans	40h	04	CLT
Assistant Human Resources Department	Completed High School	40h	03	CLT
Assistant Human and Professional Development	Pedagogy	40h	01	CLT
Assistant Recruitment and Selection	Completed High School	40h	08	CLT
Assistant Recruitment and Selection	Pedagogy, Psychology, Administration, Management of Human Resources	40h	09	CLT
Assistant Relationship and Partnership	Higher education in progress - Psychology	40h	01	CLT
Territory Assistant	Administration, Literature, Finance, Sciences Economics, Management of Human Resources, Pedagogy, Processes Management, History, Administration Environmental Psychology	40h	35	CLT
Territory Assistant	Completed High School	40h	12	CLT
Territory Assistant	Pedagogy	30h	01	CLT
Administrative Assistant	Completed High School	40h	01	CLT
Service Assistant General	Elementary Education	40h	02	CLT
Territory Coordinator	Law, Psychology	44h	02	CLT
Territory Coordinator	Resource Management Humans, Social Service, Psychology, Sociology	40h	19	CLT
Social Educator	Pedagogy, Tourism, Literature, Journalism, Economics	40h	76	CLT
Social Educator	Social Work, Pedagogy, Logistics, Social Sciences, Biological Sciences, Psychology, Literature, Administration, History, Business Management, Arts Performing Arts, Theology, Human Resources Management, Law, Geography	30h	16	CLT
Social Educator	Social Work, Pedagogy	24h	02	CLT

Social Educator	Social Work, Pedagogy, Psychology, Communication Social	8pm	08	CLT
Social Educator	Pedagogy	08h	01	CLT
Social Educator Interpreter	Biological Sciences	40h	01	CLT
Social Educator Interpreter	Lyrics	30h	01	CLT
Social Educator Interpreter	Pedagogy	8pm	01	CLT
Bilingual Social Educator	Pedagogy, Social Work, Right	40h	03	CLT
Social Educator Specialist	Psychology	40h	01	CLT
Social Educator Specialist	Psychology	30h	01	CLT
Trainee	Currently pursuing a higher education degree. (Psychology, Pedagogy, Administration, Management of Human Resources, Accounting Sciences)	30h	30	CLT
General Manager	Pedagogy	44h	01	CLT
Project Manager I	Pedagogy, Law	40h	02	CLT
Social Educator	Pedagogy	40h	01	CLT
Social Psychologist	Psychology	40h	21	CLT
Social Psychologist	Psychology	30h	02	CLT
Social Psychologist	Psychology	8pm	02	CLT
Social Psychologist	Psychology	4 PM	01	CLT
Social Psychologist	Psychology	8am	01	CLT
Receptionist	Completed High School	40h	04	CLT
Operations Supervisor	Administration	40h	01	CLT
Operations Supervisor	Right	30h	01	CLT
Project Supervisor Social	Pedagogy, Administration Public	40h	03	CLT
Pedagogical Supervisor	Psychology	40h	03	CLT
Watchman	Completed High School	40h	03	CLT
Caretaker	Completed High School	40h	01	CLT
Social Worker	Social Work	30h	34	CLT
Social Worker	Social Work	8pm	03	CLT
Social Worker	Social Work	4 PM	01	CLT
Social Worker	Social Work	8am	01	CLT

** The social workers, psychologists, and pedagogical supervisors who make up the reference team worked together in an integrated way to serve users, working with families, with workers and with the territories, in the branches and units specified in the territorial coverage item.

The technical team that works directly in the operation of the Socio-Learning Program also had technical and administrative support from professionals located at the Network's headquarters. Citizen, in addition to third-party services (training, information technology, consulting and Legal consulting, accounting advice, communication, and others).

2.5 - Territorial Scope

The headquarters of the Citizen Network is located in Belo Horizonte/MG and in 2025, we operate in the following cities with the Socio-Learning Program:

Minas Gerais: Alem-Paraiba, Arcos, Barbacena, Barao de Cocais, Belo Horizonte, Brumadinho, Cataguases, Catas Altas, Congonhas, Contagem, Curvelo, Diamantina, Formiga, Governador Valadares, Guaxupe, Ipatinga, Itabira, Itabirito, Joao Monlevade, Juiz de Fora, Lagoa da Prata, Montes Claros, Nova Lima, Nova Serrana, Oliveira, Ouro Branco, Ouro Preto, Para de Minas, Passos, Patos de Minas, Patrocinio, Pedro Leopoldo, Pompeu, Ponte Nova, Sao Sebastiao do Paraiso, Sete Lagoas, Teofilo Otoni, Uba, Uberaba, Uberlandia, Unai, Vicosã.

Pará: Breu Branco, Paraupabas

Sao Paulo: Campinas, Jundiai, Osasco, Piracicaba, Ribeirão Preto, São Jose dos Campos, São Paulo

Rio de Janeiro: Rio de Janeiro

Espírito Santo: Serra

Ceara: Fortaleza

Pernambuco: Ipojuca, Recife

Bahia: Salvador

Rio Grande do Sul: Porto Alegre

2.6 - Demonstration of how the Social Assistance entity or organization... forested, encouraged, and Enhanced user participation and/or strategies that were used in all stages of execution of their activities, monitoring and evaluation.

The Socio-Learning Program was systematized and planned with the construction of a political-pedagogical plan that included actions of mobilization, articulation, Referral and follow-up of users, aiming at social inclusion and empowerment. Structural and accessible tools were used, along with strategies for access to the world of work, establishing a relationship between users, community, companies and families, in order to spark interest in local needs, enabling greater participation and open and democratic participation of users and their families.

Several actions were carried out, such as registration, welcoming and listening to users and their families, socioeconomic and family study, guidance and referrals, community initiatives, socio-educational campaigns, mobilization and strengthening of the support network, preparation of reports and notifications for equipment that is part of the Warranty System of Rights (SGD), in cases of rights violations, up to the contracting and development of the program, with the implementation of the political-citizen and technical-professional approach, aligned with the world of work and with the needs and characteristics of 21 st-century youth.

This model enable the use of various types of teaching resources for the presentation of the contente, providing users with the development of knowledge and skills that made a difference in their personal and professional growth.

For users with disabilities, alternatives were structured in the planning and flow from the schedule that ensured interaction, inclusion, and integration into the world of work in its learning process.

Organization of the Socio-Learning Program

The program consists of both theoretical and practical training.

The theoretical training of the Socio-Learning Program was organized into three modules, which will be specified below. These meetings took place once a week (except in The Orientation and Final Training module) was planned in advance by the technical team, respecting the structure of disciplines in accordance with the activities carried out in the company partner organization where the apprentice works. The theoretical training took place at the organization's facilities or in a space for partnerships, outside of school hours, and always with the goal of sparking interest in The apprentice's journey to school life and their educational advancement is explored. Topics covered contribute to... human development of the learner, their political and civic education, and the encouragement of their protagonism, promoting their emotional intelligence, digital fluency, and technical skills.

Practices for activities defined according to the Brazilian Classification of Occupations (CBO) for each occupation.

The practical activities were carried out by the apprentice in the partner company's environment. Primarily, in order to define the activities to be carried out by the apprentice, the following were observed: those permitted, according to each CBO (Brazilian Classification of Occupations) corresponding to the course, respecting the specific characteristics and the conditions of a person in development, as permitted by the Statute of the Child and Adolescent Adolescent - ECA and the prohibitions contained in the TIP List - Decree No. 6,481/2008.

The courses offered in the Socio-Learning Program were:

- Apprentice in Administrative Occupations
- Apprentice in Commerce
- Logistics Apprentice
- Apprentice in the Banking Adolescent Program
- Apprentice at Young Banker
- Apprentice in Administrative Services Assistant
- IT Technical Support Apprentice
- Teleservices Apprentice
- Food Apprentice
- Apprentice in Industrial Production
- Apprentice in Tourism and Hospitality
- Apprentice in Surveillance
- Apprentice in Conservation, Caretaking and Maintenance
- Apprentice in Commerce - Functional Diversities
- Apprentice in Administrative Occupations - Functional Diversities
- Apprentice in Administrative Occupations with emphasis on Industry 4.0
- Apprentice in Commerce with emphasis on Economy 4.0



Apprentice certification



Apprentice certification



Apprentice certification



Apprentice certification

Throughout the program, cross-cutting themes were addressed and covered various topics, pre-defined content for ongoing learning groups. These were addressed in various... themes, UN Agenda 2030, with the 17 Sustainable Development Goals - SDGs and in external activities, aimed at understanding, participating in, and constructing social reality.

of the rights and responsibilities related to personal and collective life and were defined at the beginning through research conducted by the young people themselves and made available through Annual calendar. In addition to the pre-determined themes, questions arose throughout the year.

important and urgent issues, which are present in various forms in daily life and were Driving forces for political and civic participation.



Theoretical meeting – Topic: Nonviolent Communication



Theoretical meeting – Topic: Financial Mathematics



Lecture given – Cross-cutting theme: Yellow September (Suicide Prevention Month)



Roundtable discussion – Topic: Combating Abuse and Sexual Exploration of Children and Adolescents



*Lecture given – Topic: Diversity and Inclusion
Lecture given – Topic: Diversity and Inclusion*



External activity at the Eradication Forum and Combating Child Labor and Protecting Children Teenager – FECTIPA/MG

"My experience at Rede Cidadã was completely satisfactory. I have nothing to say but praise. I was very well received by the educators, who were always available and willing to help me, answer my questions, and assist me with the content. I learned so much in these last ten days that I can't even begin to describe it. The platform's content is so comprehensive and rich; it was a transformative experience in my life. I can only express my gratitude to all the contributors."

Lara – apprentice

"Thank you for your help, Rede Cidadã. I always wanted to work but couldn't. But now I have. I learned many new things while on the program. I just want to thank you all; I am very grateful for everything that is happening to me and for what is yet to come. Here I learned more about advanced technology, had a class about the ENEM exam, and understood that studying is important for life. I learned about it, and about bullying too. "Here we learn many things that are essential for life."

Matthew - apprentice

"Guilherme is very excited, very happy with this new step he's taking." We are very happy indeed. Guilherme's dream was to work like his father, and now he is working. He has learned a lot during the course; the classes are very didactic. I can only express my gratitude to Rede Cidadã for all the care and attention they've given my son."

Ubiracira – mother of an apprentice

"During my 1 year and 2 months as a Young Apprentice at Rede Cidadã, I had the opportunity to learn and grow both in the course and in the work environment. My routine consisted of four days of work and one day of training, where I learned about citizenship, communication, ethics, administrative concepts, among other things. At work, I developed responsibility, punctuality, and teamwork. It was a very important experience for my personal and professional growth, and I am grateful for this opportunity."

Albert - apprentice

User Monitoring

The monitoring and follow-up of the apprentice's development took place throughout the program, both in theoretical and practical training, through the services and visits conducted by professionals from the organization. For each group of apprentices, a designated professional will be responsible for managing dialogue and actions in an integrated manner with the various actors involved.

This follow-up aimed to create a link between social educators, corporate educators, learners, and their families to seek common solutions and purposes and it happened at the initiative of any of these actors. This work was developed through effective, continuous, and systematic monitoring, with records, scheduled agendas, or specific services, using qualified listening, a private environment, and guidelines and instructions recorded on a specific form with the signatures of those involved so that the Evolution of the situation can be monitored, whether it is successful.

As needed, the technical teams directed the apprentice to local projects and/or services within the policy of Social Assistance and other public policies, considering the identification of issues related to health, legal, Family, among others.

Inclusive Network

The Inclusive Network was an inclusion proposal from the Citizen Network, which aimed to provide opportunities, To empower and guide people with disabilities and those undergoing rehabilitation into the world of work.

The goal was to include, develop professional skills, and expand the interpersonal relationships of people with disabilities and those undergoing rehabilitation, making life and work a part of their lives. a single value. To achieve this, differentiated pedagogical processes and actions were implemented, in Together with partner institutions and companies, as well as families, it offered to Learners with any type of disability or limitation receive specialized support. The focus It was about going beyond simply fulfilling legal requirements, but to provide the apprentice with effective inclusion in the world of work and their personal growth and professional.

In this process, a preliminary assessment of the job positions was carried out to identify The accessibility conditions for carrying out the practical activities were addressed, and in parallel, the following were also considered.

Exercises were applied to identify the skills that participants possessed in order to avoid potential difficulties that would prevent them from being hired by partner companies.

For people with intellectual disabilities and/or people with mental health issues, Innovative teaching strategies are applied by qualified professionals familiar with... the theme, which enabled the holistic development of learners through Experiences aimed at expanding skills and consolidating acquired competencies. in Social Learning.

722 people with disabilities were assisted.

Complementary Collective Activities to Social Assistance Actions

The Citizen Network included a set of collective social assistance actions. programmed and planned that aligned with our commitment to being an entity of Social Assistance, creating a space that strengthens ties with family members, partners and community, encouraging a culture of dialogue, of sharing experiences and knowledge, promoting also qualified and integrated articulation and dialogue with the social assistance network and intersectoral.

The objectives of the actions were:

- Establish a dialogue and integrated action with the various stakeholders;
- To understand the reality of the territories and community in order to plan complementary actions. that meet local needs according to user profiles;
- To promote access to social assistance benefits and services, thus guaranteeing Referrals for users of the Citizen Network and their families, providing assistance. primarily for users of social assistance policies;

- To promote and strengthen action in the area of defense and implementation of public policies for the users;
- Co-create the planning and methodology of activities for the period, in addition to Share the results achieved and future agendas;
- Present the results in cases where users are referred to programs and projects. by the partners.

Action	Number of events held
Building Networks - Partners	29
Building Networks - Family	20
Building Networks - Companies	25
Family Network	35
Rede Nascer	08
Digital Network	09
Communities Network	39

Among the various actions developed, the following stand out, wich brought together 5.098 participants.



Building Partner Networks



Building Partner Networks



Building Family Networks



Family Network



Building Business Networks



Building Business Networks



Digital Network



Communities Network

Active User Participation in Forums, Committees, and Other Spaces

With the aim of promoting the leading role and permanent and targeted action of For apprentices, the Citizen Network has been carrying out Movidade – Movement for Opportunity since 2015, which It features users and alumni of programs and projects from the Citizen Network, which... They volunteered or were nominated by peers to represent them in Spaces for debate, discussion, and the development of public policies.

This group aimed to promote the expansion of knowledge and provide subsidies. discussions about rights, promoting participation and the active exercise of citizenship by adolescents, young people, and people with disabilities, promoting the empowerment and autonomy of subjects, groups and communities encouraging collective belonging to broaden the generation of Opportunities for this group and their families.

To strengthen this performance, ongoing training was offered to the participants. which took place monthly, with diverse themes, with the objective of qualifying them as multipliers of knowledge, expanding their capacity for mobilization, dialogue and social influence, as well as the dissemination of information and civic practices in their territories and spaces of participation.

Discussion groups and workshops were organized, allowing participants to... They expressed their expectations and desires, fostering an environment of empathy and solidarity.

These activities not only helped to form a critical awareness of the world, but also around them, but they also empowered learners to find their voices and become agents. of change in their communities. The involvement of Movidade members as The facilitators were fundamental, as they brought vivid experiences and an authentic understanding of... challenges faced by young people. Thus, these workshops and discussion groups become a A space for mutual learning, where both facilitators and participants grow together.

The group was responsible for creating an internal newspaper that was published Monthly built by them.



Participation in the solemn session of the Assembly Legislative



3rd Ceará Professional Learning Fair



14th Social Assistance Conference



Youth Fectipa/MG



6th Women's Conference



Roundtable discussion about the world of work in partnership with the organization CDM



Action to combat child labor, promoted by the Regional Labor Court



Ceremony commemorating the 33rd anniversary of the Council Municipal Council for Children and Adolescents (CMDCA)

"The Citizen Network is an organization that aims to transform the lives of young people through education and professional inclusion. I had the privilege of being part of this incredible program, in partnership with PwC, as a member of the Citizen Network in Rio de Janeiro. I was a member of "Movidade," a group of young apprentices from the citizen network. This group brought news, external activities, and information, functioning similarly to a student union, always with the goal of enriching our journey."

Vitor Damiao – Participant in the Movement

"Learning about civic participation made me understand that politics is about us too. As a young person, I see that our actions and opinions can transform reality. To participate is to have a voice and be part of the change."

Sarah Emanuelle – Participant in the Movement

Continuing Education

Continuing education was a planned and effective professional development program. permanent, which enabled the development of skills and competencies through short and medium-term courses, workshops, and training sessions. The objective of this action was to stimulate... autonomy and user empowerment in building their employability, promoting practical and theoretical learning, thus filling any gaps that may prevent entry. in the world of work. The courses were offered on the Trilha Digital platform, through video conferences and live streams on YouTube, in various areas of knowledge and with varied themes that could be completed by the user and their family.

The topics offered in continuing education were defined based on research. conducted with users, family members, former inmates, and other interested parties, ensuring that the content were aligned with the real needs of the target audience.

In 2025, the following courses were offered: Basic Word, Basic Excel, Basic English. Financial Education and Family Budgeting, Unveiling Photography, Libras (Brazilian Sign Language), LinkedIn Emotional intelligence and interpersonal relationships, digital communication, management of Time, AI Applied in the Job Market, Sales Strategies for Entrepreneurs, Personal finance for entrepreneurs, GPT agents, Sales strategies for salespeople. Preparation for job interviews, Public speaking, Food and Nutrition Education, Education Financial services for entrepreneurs, Production of Nagô braids, Production of Panettone/Chocotone.

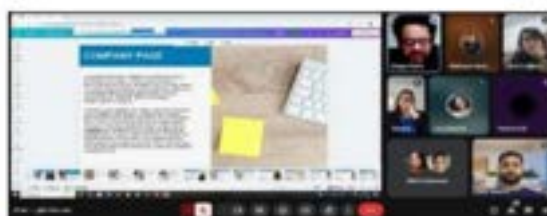
934 users completed the training.



Live Financial Education



Basic English Course



LinkedIn Workshop

Discover

Since 2018, Rede Cidadã has been a partner of the Learning Incentive Program in Minas Gerais – The Discover program is the result of inter-institutional cooperation.

This unprecedented initiative brings together the efforts of eleven federal, state, and municipal agencies and institutions.

The Discover Program was designed with the intention of especially prioritizing adolescents and young people serving or having completed socio-educational measures, in situations of institutional care or rescued from child labor situations.

It promoted access for adolescents and young people in socially vulnerable situations, guaranteeing the right to professional training and social inclusion through qualification courses.

Professional and Socio-learning Program, offered by various civil society organizations, civil partners of the Discover Program. The initiative aimed to create a support network for the practice of citizenship, offering preparatory activities to those served, with the aim of developing skills, guiding and preparing them for entry into the world of work.

Rede Cidadã is part of the Discover Steering Committee, working to coordinate partners and in promoting opportunities for adolescents and young people in nine municipalities in the state of Minas Gerais. As a result of the referrals received, 48 were carried out.

Hiring of teenagers and young people as apprentices by the Citizen Network.

Coordination, Dialogue, and Action with the Social Assistance Network

The Citizen Network worked together with the social assistance network, encouraging actions, joint efforts and fostering our actions in the area of defending and implementing public policies for the users.

With the goal of reaching the largest possible number of users who are the target audience for social assistance, coordination with the Social Assistance Reference Centers (CRAS), Reference Centers Specialized Social Assistance Centers (CREAS) and other social assistance facilities were considered a fundamental process for organizing actions with the involvement of various partners, enabling users' access to the Socio-Learning Program.

Actions were carried out in conjunction with the CRAS (Social Assistance Reference Centers) in the areas of operation of the Citizen Network, enabling the mobilization of participants registered in the CadÚnico (Single Registry for Social Programs). When the user The person being assisted did not have the registration, but met the criteria for its completion, the Assistants Social workers referred these users to the appropriate facilities, in The objective is to complete the registration and, consequently, enable these users and their respective families could access benefits and programs offered by the federal government, among others.

For more effective performance, the team needed to be familiar with programs, services, and actions from other policies that work with the same public, aiming to enhance efforts, coordination, service, referral and monitoring of demand flows and information.

As an example of joint action with the network, one can cite participation in forums. learning (FAP-BR, FECTIPA-MG, FORAP-PE, FOBAP-BA, FOGAP-RS) and forums of children's and adolescents' rights (FNPETI-BR, FNDCA-BR, FEDCA-POA), within the scope state and national.

The Citizen Network acted as an elected entity to provide representation on the Council. National Council for Social Assistance (CNAS), National Council for the Rights of the Child and Adolescent (CONANDA), National Youth Council (CONJUVE) and National Forum of Children's and Adolescents' Rights (FNDCA). He also served as an elected member in 2004.

State Councils for the Rights of Children and Adolescents (CEDCA), 01 State Council of Youth (CEJUVE), 01 State Council for the Defense of the Rights of Persons with Disabilities (CONPED), 15 Municipal Social Assistance Councils (CMAS), 25 Municipal Councils Municipal Council for the Rights of Children and Adolescents (CMDCA), 02 Municipal Council for Persons with Disabilities Disability (CMDPD), 02 Municipal Council for the Rights of the Elderly (CMDPI), 02 Municipal Youth Council (CMJ), 01 Municipal Sports Council (CMES).



Seminar “Dialogues on the articulation between Services, Benefits and Diversity in Basic Social Protection, conducted by the State Secretariat for Development. Social – SEDE/MG



DCA Forum



Regular meeting of the National Assistance Council Social - CNAS



6th Conference of the Elderly Person

3 - DISTANCE LEARNING PROGRAM

Since 2019, the Citizen Network has adopted the online (remote) training method, using a Moodle platform to host its virtual learning environment, called Digital Trail.

The theoretical training sessions, held remotely, were offered to learners through the Trilha Digital platform and synchronous video conferences, which enabled real-time interaction, active listening, and the building of relationships, promoting closer relationships between the training team and trainees, as well as strengthening the pedagogical and formative monitoring process.

The platform offered features for managing frequency and detailed performance of apprentices, considering the requirements of Ordinance No. 3,872/2023. The teaching tools in virtual environments are composed of different digital educational resources such as: books, interactive exercises, essay and multiple-choice questions, texts, videos, podcasts, games, infographics, among other resources available for carrying out reinforcement activities through online questionnaires and forums, as well as

interaction features such as chats, forums, wikis and collaborative activities, catering to users in their multiple learning styles. The multidisciplinary team provided support for developing, organizing, and monitoring the activities.

3.1 - Target Audience

- Adolescents and young people aged 14 to 24 and people with disabilities without limitations regarding the maximum age, according to the legislation. Priority will be given to:
- Adolescents and young people in institutional care;
- Adolescents and young people who have left child labor;
- Adolescents and young people enrolled in the public education system, at the elementary and secondary levels, including in the Youth and Adult Education (EJA) modality;
- Adolescents and young people who have left the juvenile justice system or are serving sentences socio-educational;
- People with disabilities;
- People whose families are beneficiaries of income transfer programs;
- People in situations of low to extreme social vulnerability;
- People belonging to underrepresented groups, such as the Black population, LGBTQIAP+, Indigenous people, women.

3.2 - Service Capacity

226 trainees were served, including 55 new users.

3.3 - Financial Resources Used

The financial resources came from agreements signed with partner companies interested in hiring apprentices. The companies' investment covered expenses related to social assistance/socio-educational activities, uniforms, and human resources. Those involved in the maintenance of the digital platform and other educational resources.

3.4 - Human Resources Involved

Position	Training	Workload	Amount	Hiring Regime
Project Supervisor Social	Pedagogy	40h	01	CLT
Methodological Supervisor	Administration	40h	01	CLT
Pedagogical Supervisor	Lyrics	40h	01	CLT
Analyst of Referral and Follow-up	Social Work	40h	01	CLT
Analyst of Human Development	Lyrics	40h	01	CLT
Analyst of Human Development	Strategic Management of People	40h	01	CLT
Methodological Analyst	Administration	40h	01	CLT
Assistant E-learning Development	Right	40h	01	CLT
Assistant E-learning Development	Pedagogy	40h	01	CLT
Social Educator	Administration	40h	01	CLT
Bilingual Social Educator	Psychology	40h	01	CLT
Content creator	Lyrics	40h	01	CLT
Social Educator	Pedagogy	40h	01	CLT
Social Educator	Administration	40h	01	CLT
Social Educator	Psychology	40h	01	CLT
Social Educator	Public Policies	40h	01	CLT
Social Educator Specialist	History	40h	01	CLT
Educational graphic design	Lyrics	30h	01	CLT

The technical team that worked directly on the operation of the Apprenticeship Program in The distance learning modality also had technical and administrative support from professionals.

located at the Citizen Network Headquarters, in addition to third-party services (training, technology of Information, legal advice and consulting, accounting advice, communication and others).

3.5 - Territorial Scope

The implementation of the Distance Learning Program took place in the following locations:

Minas Gerais: Abaete, Buritizeiro, Capelinha, Corinto, Iguatama, Irai de Minas, Itaobim, Jeceaba, Jequitinhonha, Nova Era, Paraguacu, Riacho dos Machados, Sao Jose da Lapa, Serra do Salitre, Tres Pontas, Vazante.

Bahia: Mairi, Rodelas

São Paulo: Tapiratiba

Ceará: Nova Russas, Tauá

Mato Grosso: Alto Taquari

Rio Grande do Sul: Nova Ramada

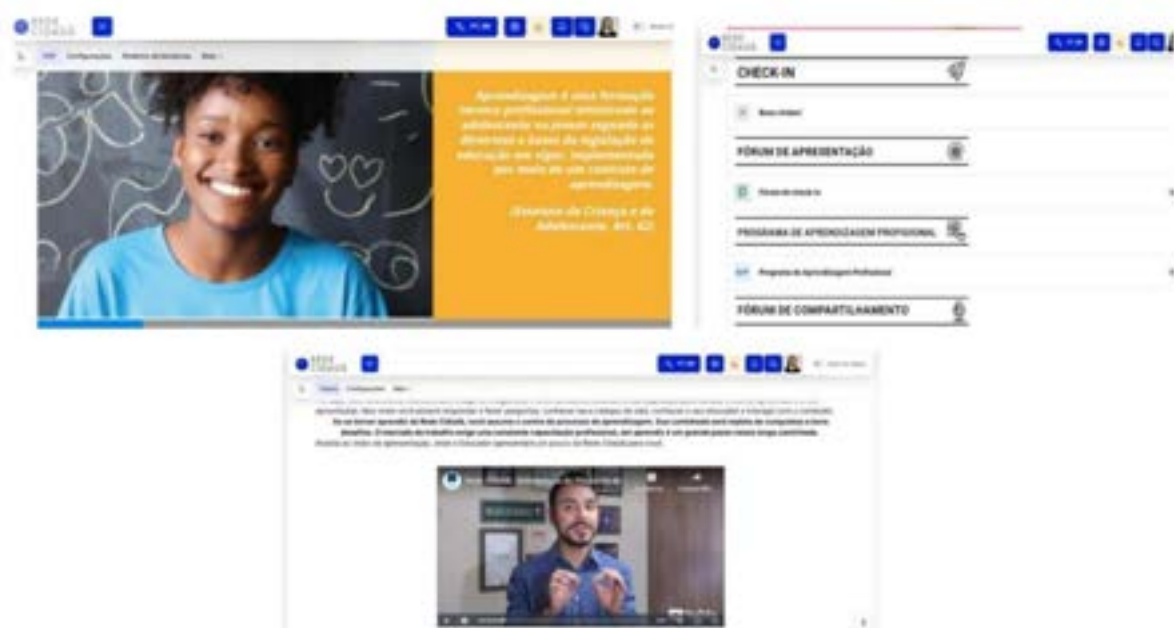
3.6 - Demonstration of how the Social Assistance entity or organization promoted, encouraged and enhanced user participation and/or the strategies that were used in all stages of execution of their activities, monitoring and evaluation.

The Citizen Network promoted professional training for teenagers, young people, and people with disabilities through distance learning. The focus was on education. a methodical technical-professional course, composed of theoretical and practical activities, which provided the development of professional skills, knowledge, abilities and attitudes, methodically organized into tasks of progressive complexity to provide the learner with Professional qualifications appropriate to the job market, in order to enable parity. of opportunities, leading them to realize and recognize their potential.

The methodical technical-professional training was divided into theoretical and practical activities. organized and interspersed based on access to the remote and in-person platform at companies, being Developed in accordance with Ordinance No. 3872/2023-MTE, as per the courses validated in National Registry of Professional Apprenticeship (CNAP) and respective classes. They were apprentices are guaranteed the rights stipulated in current legislation, including the rights labor laws stipulated in the Consolidation of Labor Laws (CLT), with the articles regulated by Decree No. 9,579/2018 and its respective updates.

The program's activities were developed from Monday to Friday, for 4 or 6 hours. Hours per day, according to each apprenticeship contract, class, and respective validated course. Theoretical activities were carried out once a week and in alternating meetings, according to the respective course. The practical activities were developed in partner establishments. four days a week, also respecting the workload of 4 or 6 hours per day as specified in the contract.

The virtual learning environment has been adapted to different devices and screen sizes. screens. For those learners who do not have full access to the internet, computer or We offer the physical space and technological resources of our offices so that smartphone users can... users can complete the training.



Educational Materials - Digital Learning Path

The follow-up was carried out by a dedicated monitoring team, which operates from centralized in the Head Office, carrying out attendance tracking, monitoring of development of learners and ongoing support throughout their training, ensuring the The quality of the training and the achievement of the program's educational objectives.

The apprentices and their families had access to the technical team at any time during the... program, participating freely, giving suggestions, attending meetings and in Formal conversations with professionals from the Citizen Network.

For learners with disabilities, alternatives were developed in the planning and The schedule flow is designed to ensure interaction, inclusion, and integration into the world of work. regardless of your learning process.

All activities of the Distance Learning Program were These courses are offered free of charge to apprentices. There are no registration fees. Tuition fees, materials, uniforms, or any other costs—in other words, no funds were received. of the apprentices and their families.

"During these two weeks of orientation, I learned all about the importance of being a young apprentice, the importance of work. The content was very good. I learned a lot. My dream is to work like my father, and now I'm ready to start. Thank you to all the educators."

Gustavo – apprentice

"I joined the Citizen Network project and started with great hope of learning new things and getting to know and recognize myself in a different environment. I learned about Digital Empowerment. I learned about verbal and body language, and about the various forms of communication. I learned a lot during the orientation and I hope to learn more; I want to make the most of this opportunity in my life."

Fernanda – apprentice

4 - ACESSUAS TRABALHO PROGRAM – FORMIGA / MG

Actions to Promote Integration into the World of Work – CNAS Resolution No. 33/2011

4.1 - Target Audience

People aged 14 (fourteen) to 64 (sixty-four) years, especially:

- People registered in the Single Registry;
- People with disabilities;
- Young people and adults from the Social Interaction and Strengthening of Bonds Service (SCFV) and former participants;
- Adolescents and young people serving socio-educational measures, former inmates, and their families;
- Families with instances of child labor;
- Families with members who are deprived of their liberty;
- Families with children in temporary foster care;
- Homeless population;
- Adolescents and young people in foster care and those who have left the facility;
- Individuals and families residing in high-risk areas due to drug trafficking;
- Individuals released from the penal system;
- People rescued from slave labor;
- Women who are victims of violence;
- Young black people in at-risk areas;
- Teenagers who are victims of sexual exploitation;
- Traditional communities and peoples;
- Lesbian, gay, bisexual, transgender, and transsexual populations – LGBTQIA+

4.2 - Service Capacity

In 2025, 898 users were served, of which 876 completed the process of training and 41 were hired.

4.3 - Financial Resources Used

The Acessuas Trabalho Program was implemented through Collaboration Agreement No. 107/2023, whose support and financial transfer were with the Secretariat of Human Development, from the municipality of Formiga/MG.

4.4 - Human Resources Involved

Position	Training	Workload	Amount	Hiring Regime
Project coordination	Administration	40h	01	CLT
Analyst of Human Development	High school diploma	40h	01	CLT
Social mobilization analyst	Administration	40h	01	CLT
Social mobilization analyst	Relations International	40h	01	CLT
Territory Assistant	Processes Managerial	40h	01	CLT

The technical team that worked directly on the Acessuas Trabalho Program also included with the support of other professionals from the Formiga branch and Social Workers allocated to Matrix of the Citizen Network, in addition to third-party services (training, information technology, Legal advice and consulting, accounting advice, communication and others).

4.5 - Territorial Scope

It was possible to serve the entire town and surrounding areas of Formiga/MG, provided that considered to be easy and secure access for the user.

4.6 - Demonstration of how the Social Assistance entity or organization fostered, encouraged, and enhanced user participation and/or strategies that were used in all stages of execution of their activities, monitoring and evaluation

The Acessuas Program aimed to promote the integration of users of the Policy. of Social Assistance to the world of work, through articulation, identification, Awareness-raising, skills development, and guidance for the world of work.

The program team made contacts to raise awareness and mobilize users. included in the CadÚnico who had the profile to participate in the Acessuas Program, having as based on information provided by the municipal public management body.

In order to build integrated and complementary actions, the following were carried out articulations that enabled the identification and mobilization of users for the Program. Access, joint actions to achieve the objectives, referrals, granting of Physical spaces, case discussions, network meetings, and other spaces for social control.

For the formation of the groups, aspects related to the age range of the users, location of housing, groups of individuals who share experiences related to their collective identity,

These factors were considered in order to ensure a welcoming environment and the most effective work methodology. appropriate and, consequently, better utilization by the users of the work developed.

Route monitoring for users began as soon as the user completed the route. their registration, being continuously assisted and supported, with actions aimed at helping them in overcoming their difficulties, in order to remain consistent in the program's activities, seeking opportunities for continuous growth and development of technical skills and behavioral.

The training workshops were composed of a maximum of 20 (twenty) users, having total workload of 6 (six) hours, in face-to-face meetings, taking place in the morning shifts and in the afternoon in the physical spaces of social protection equipment and services, throughout the territory of Formiga/MG. The themes covered self-knowledge, entrepreneurship and Financial planning, me and the other person, and selection processes.

The activities carried out provided users with recognition of their Potential, strengthening of autonomy and citizenship, realization of rights, starting from integration into the world of work.

During the closing of the workshops, participants were encouraged to share their... impressions expressed through the completion of the Evaluation forms of The reaction/impact and testimonies provided regarding their participation, which supported the analysis of the project results, contributed to the improvement of actions and the replanning of future activities.

The educator in charge emphasized that the users demonstrated great interest. Especially on topics related to self-awareness and the world of work, there were active debates. During the workshop, many users raised questions and asked to speak, sharing... their personal experiences with the group enriched the discussions.

All activities were offered free of charge to participants. There was no charge. from contributions, registration fees or any other costs, that is, no resources were generated. of those served and their families.

Snacks were provided to participants during the workshops.



User certification

5 - STUDENT INTERNSHIP PROGRAM

5.1 - Target Audience

The program served students aged 16 and older, enrolled and regularly attending high school or undergraduate programs at higher education institutions, public or private, graduates or not of the Citizen Network's Socio-Learning Program and, preferably in vulnerable situations.

5.2 - Service Capacity

It was possible to serve 610 students in the year 2025.

5.3 - Financial Resources Used

The funding came from agreements made with partner companies interested in hiring interns.

5.4 - Human Resources Involved

Position	Training	Workload	Amount	Hiring Regime
Program Director of Internship	Administration	4 PM	01	CLT
Specialist in Relationship and Partnership	Resource Management Humans	40h	01	CLT
Administrative Analyst	Resource Management Humans	40h	01	CLT

Recruitment and Selection Analyst	Higher education in progress - Administration	40h	01	CLT
Assistant Recruitment and Selection	Administration	40h	01	CLT
Administrative Assistant	Resource Management Humans	40h	01	CLT
Trainee	Higher education in progress - Administration	30h	01	TCE*

*Internship Commitment Agreement

The Internship Program team also had the support of allocated professionals. at the Citizen Network Headquarters, in addition to third-party services (training, information technology, Legal advice and consulting, accounting advice, communication and others).

5.5 - Territorial Scope

The Internship Program served students in the cities of Alem Paraiba/MG, Barao de Cocais/MG, Belo Horizonte/MG, Brumadinho/MG, Campinas/SP, Contagem/MG, Fortaleza/CE, Governador Valadares/MG, Itabira/MG, Joao Monlevade/MG, Nova Lima/MG, Nova Serrana/MG, Para de Minas/MG, Passos/MG, Porto Alegre/RS, Recife/PE, Ribeirao Preto/SP, Rio de Janeiro/RJ, Salvador/BA, Sao Jose dos Campos/SP, Sao Jose dos Pinhais/SP, Sao Paulo/SP, Uberaba/MG, Vitoria/ES.

5.6 - Demonstration of how the Social Assistance entity or organization promoted, encouraged and enhanced user participation and/or the strategies that were used in all stages of execution of their activities, monitoring and evaluation.

The Student Internship Program is educational in nature. in the case of a supervised educational activity, included in the school curriculum by the institutions of In Brazil, internships are governed by Law No. 11.788/2008, which establishes a series of rules. so that interns have their rights guaranteed and their obligations recognized as well. The relationship between the parties involved: the company, the student, the educational institution, and the integrating agent.

Thus, the Citizen Network implemented the program through planned and continuous actions. whose objective was to expand service to its audience, being yet another opportunity to Transforming lives through the promotion of and access to the world of work. Its principles were... guiding principles are universality, based on the defense and affirmation of rights and

in developing skills and potential for building life projects aimed at Identifying motivations, skills, and talents.

The program also sought to offer a complete learning experience with Practical activities and personal and professional development, in addition to having a positive impact. The life of students.

To carry out the proposed activities, the Citizen Network partnered with Z Internships; each partner contributed their expertise, making it possible to design a program with broad reach. training and skills development that facilitated inclusion, reintegration and Students' continued participation in academic life and the world of work.

All activities were offered free of charge to participants. There was no charge. from contributions, registration fees or any other costs, that is, no resources were generated. of those served and their families.

6 - JLEGAL PROJECT – FORTALEZA

Actions to Promote Integration into the World of Work – CNAS Resolution No. 33/2011

6.1 - Target Audience

Adolescents, young people and adults aged 15 to 30 in situations of social vulnerability.

6.2 - Service Capacity

480 users were served, of which 444 completed the training process and 209 were hired.

6.3 - Financial Resources Used

The JLegal Project was executed through a partnership established with the company J. Macedo, private legal entity, constituting financial support.

6.4 - Human Resources Involved

Position	Training	Workload	Amount	Hiring Regime
Assistant in Human Development	Higher education in progress - Pedagogy	40h	01	CLT

The JLegal Project was carried out with the direct involvement of other collaborators from Fortaleza Branch and Social Workers located at the headquarters of the Citizen Network, in addition to services third parties (training, information technology, legal advice and Consulting, Advisory services) accounting, communication and others).

6.5 - Territorial Scope

The territorial scope encompassed the entire city of Fortaleza, provided that the project was considered to provide easy and secure access for the user. Furthermore, it broadened its impact to serve users from the metropolitan region, such as Maracanaú and Caucaia/CE.

6.6 - Demonstration of how the Social Assistance entity or organization... fostered, encouraged, and enhanced user participation and/or strategies that were used in all stages of execution of their activities, monitoring and assessment.

The JLegal Project has been running continuously since 2016, and its objective was... to promote training workshops based on a system of integration and development. human, promoting self-knowledge, expression and appreciation of personal identity, social and professional. Throughout the project, connections were made with the network. Social assistance, intersectoral and community-based, aiming at the identification and mobilization of users. After the announcement, those interested filled out the registration form. including personal and family information, as well as socioeconomic and cultural background.

The project activities consisted of socio-emotional training workshops and... preparation for entry into the world of work, with a total workload of 40 hours, which had as The objective is to contribute to the inclusion and retention of people in vulnerable situations. social in the world of work, through the encouragement of skills development. socio-emotional, fostering civic education and the achievement of autonomy and social leadership. Detecting needs, motivations, skills, and talents. During participation in the workshops, Snacks were provided to those being assisted.

Throughout the training process, the users acted as protagonists, being included at the heart of the formative process, both individual and collective. Methodologies were used Participatory activities that encouraged active participation, the exercise of autonomy, and qualified listening. and the exchange of experiences among the participants. This action contributed to the strengthening of technical and socio-emotional skills, increasing self-confidence and access to opportunities and The development of users' potential.



Workshop held in June/25



Workshop held in October/25

Meetings were held with the families of the users, called the Family Network. which aimed to promote and strengthen the participation of families of users of the programs and projects, directly or indirectly, creating a space for empowerment. of family ties, of a culture of dialogue, of the exchange of experiences and knowledge, in a An environment based on respect for heterogeneity and the diverse family arrangements that are formed. As an integration strategy, transgenerational actions were suggested, with the aim of... to contribute to coexistence, the sharing of information, and the identification of difficulties. common goals and the collective search for solutions that enhance the protagonism and autonomy of families.



Family Network – May/25

Route monitoring for users began as soon as the user completed the route. their registration, being continuously assisted and supported, with actions aimed at helping them in overcoming their difficulties, in order to remain consistent in the program's activities, seeking opportunities for continuous growth and development of technical skills and behavioral.

During the closing of the workshops, participants were encouraged to share their... impressions expressed through the completion of the Evaluation forms of Reaction/Impact and the testimonies given regarding their participation.

"I am very grateful for the opportunity to have been part of the JLegal project structure. It was 10 very good days, very different from what I was expecting. At first I thought it would be something formal, but I was very happy to realize that it was relaxed and fun. I really enjoyed all the exercises; I believe they were all very necessary and well used. The contact with the people who participated and the opportunity for healthy interaction with very different people was the most important. Dan and Karine were great mentors, and I am very grateful for these 10 days and for being able to get my first job opportunity."

Geovana – Participant

7 - PROJECT WE ARE TOGETHER – BELO HORIZONTE

Actions to Promote Integration into the World of Work – CNAS Resolution No. 33/2011

7.1 - Target Audience

People experiencing homelessness or with a history of living on the streets, in the Municipality of Belo Horizonte.

7.2 - Service Capacity

338 users were assisted, of which 256 completed the training process and 117 were hired.

7.3 - Financial Resources Used

The "Estamos Juntos" Project was implemented through a Funding Agreement SMDE/SMASAC No. 001/2023 Process No. 01-037.202/23-30 signed with the Municipality of Belo Horizonte, configuring financial support.

7.4 - Human Resources Involved

Position	Training	Workload	Amount	Hiring Regime
Operations Supervisor	Psychology	40h week	01	CLT
Social Worker	Social Work	30h	07	CLT
Social Psychologist	Psychology	40h	08	CLT
Analyst of Human Development	Social Work	40h	01	CLT
Analyst of Human Development	Psychology	40h	02	CLT
Analyst of Human Development	Management Resources Humans	40h	01	CLT
Analyst of Referral and Follow-up	Psychology	40h	01	CLT

Mobilization Analyst Social	Right	40h	01	CLT
Mobilization Analyst Social	Psychology	40h	03	CLT
Mobilization Analyst Social	Social Work	40h	01	CLT
Territory Analyst	Administration	40h	01	CLT
Territory Assistant	Higher education in progress – Psychology	40h	01	CLT

The Estamos Juntos Project team also had the support of other professionals. from the Belo Horizonte headquarters, in addition to third-party services (training, technology of Information, legal advice and consulting, accounting advice, communication and others).

7.5 - Territorial Scope

The project was carried out in the city of Belo Horizonte/MG, covering the following regions: Barreiro, Northeast, West, Pampulha Northwest, East, North, South-Central and Venda Nova.

7.6 - Demonstration of how the Social Assistance entity or organization... fostered, encouraged, and enhanced user participation and/or strategies that were used in all stages of execution of their activities, monitoring and assessment.

The "We Are Together" Project is an initiative of the Municipality of Belo Horizonte. created by Law No. 11,149/2019 and regulated by Decree No. 17,136/2019, and had as its thread The driver provides assistance to people experiencing homelessness, or who have a history of living in that situation. streets, and their inclusion and permanence in the world of work, fostering their employability and income-generating conditions, eliminating rights violations and improving their living conditions.

The actions taken were: awareness-raising, registration, welcoming, and training. professional and socio-emotional development for the world of work, referral to opportunities in The world of work and monitoring of hired individuals. In addition, users who Those who achieved a minimum attendance of 60% in project activities received financial assistance. for up to 180 days, administered by the Municipality of Belo Horizonte.

The referral of users was the responsibility of the Sub-Secretariat of Assistance. Socially and operationally, initially, by the service teams. Social assistance services within the Special Social Protection of Medium and High Complexity, which operate with the homeless population, taking into account the criteria for prioritizing this population.

Next, the welcoming process was carried out by the team composed of Assistants. Social workers and psychologists from the Citizen Network, in order to guarantee assertive and humanized care. of the referred users. The project presentation was carried out and the invited user then, to register. Subsequently, once registered, you will be assigned to training groups.

The methodology adopted enabled public access to the workshops offered. training, qualification and development of socio-emotional skills aimed at the world of work, including experiential and practical activities that qualified the competencies (knowledge, skills and attitudes), recognizing the potential of users.

The proposed activities were implemented according to the specifications listed in Annex II of the Public Call for Proposals, considering the following principles:

1. Emotional awareness of oneself and others, including the ability to perceive the emotional climate in a specific context;
2. emotional regulation, which refers to the appropriate management of emotions, whose Cognitive aspects were fundamental in the search for strategies that would enhance emotions. Positive emotions, minimizing negative emotions;
3. Emotional autonomy, highlighting a positive attitude towards oneself and life. maintaining high self-esteem and recognizing personal limitations, resorting, in case of need, to external help;
4. Proficiency in social skills, highlighting the ability to communicate and be assertive. and adopt respectful attitudes towards other people;
5. life skills and well-being, defined as the ability to adopt appropriate and responsible behaviors in solving personal problems, Family, professional and social aspects, preserving personal and social well-being.

The Citizen Network complemented actions that met the demands of users in a comprehensive assistance, so that they could successfully complete their training, integration and remaining in the world of work. To complete their professional training, users They participated in a Mock Interview workshop, developed by the Network's technical team.

Citizens and representatives from the Belo Horizonte City Hall, with the objective of simulating the stage of Interviews at companies to be referred to job opportunities.

Workshops on skills development (socio-emotional and training for the (world of work) totaled 80 hours. During participation in the workshops, it was ensured Snacks for those being served.

Human Development Analysts consistently encouraged... user participation, using collaborative building tools and active methodologies. learning experiences that promoted active listening and addressing needs Practical and simulated activities encourage users to

socialize their knowledge, strengthening the... autonomy, empowerment, protagonism, emotional well-being, belonging, connectivity social and strengthening of citizenship.

"Our meetings were more than just learning moments: they were spaces for listening, respect, and genuine exchange. Each theme, each conversation circle, each workshop, helped us to rebuild a part of ourselves." Our facilitators, like all facilitators in the Citizen Network, were qualified by the Citizen Network's excellence program. If today we are well-qualified to, God willing, return to work and regain our quality of life with the legal support of everyone involved, it is because they believed in our ability to start over, even after so many challenges. And that is something we will not forget. Thank you Rede Cidada, facilitators, authorities, collaborators, friends, and group colleagues. Congratulations to everyone on completing the training!"

Gildasio – Participant

"It was a great experience for my life and for returning to the job market; I gained more knowledge and wisdom."

Roberto – Participant



Interview workshop

User certification

The monitoring and tracking of the route occurred continuously and participatory, taking into account user feedback regarding their difficulties and expectations. And advancements and needs, allowing for adjustments and referrals throughout the execution of the project.

8 - BUILDING OPPORTUNITIES PROJECT – DIAMANTINA

Actions to Promote Integration into the World of Work – CNAS Resolution No. 33/2011

8.1 - Target Audience

Adolescents between 14 and 17 years and eleven months old, in situations of vulnerability or risk social.

8.2 - Service Capacity

In 2025, 94 users were served, with 80 completing the training process and 31 were hired.

8.3 - Financial Resources Used

The Building Opportunities Project was executed under Funding Agreement No. 22/2024, signed with the Municipality of Diamantina/MG, through the Municipal Council for the Rights of Children and Adolescents (CMDCA).

8.4 - Human Resources Involved

Position	Training	Workload	Amount	Hiring Regime
Social Worker	Social Work	30h week	01	CLT
Assistant Human Development	Right	40h	01	CLT

The Building Opportunities Project team also had support from others. professionals from the Diamantina branch and Social Workers located at the headquarters of the Citizen Network, in addition to third-party services (training, information technology, advisory and consulting). Legal services, accounting advice, communications, and others.

8.5 - Territorial Scope

It was possible to serve the entire town and surrounding areas of Diamantina/MG, provided that considered to be easy and secure access for the user.

8.6 - Demonstration of how the Social Assistance entity or organization fostered, encouraged, and enhanced user participation and/or strategies that were used in all stages of execution of their activities, monitoring and assessment.

The Building Opportunities project, which aimed to promote workshops on training grounded in the development of socio-emotional and professional skills, with an emphasis on digital literacy, promoting self-awareness, expression and appreciation of personal, social and professional identity.

To provide users with access to the project, information was disseminated to... social assistance network, schools, communities and other partners in the municipality, on an ongoing basis. throughout the project execution, allowing us to reach a larger number of stakeholders. It is noteworthy that the project was developed in partnership with the Reference Centers of Social Assistance Center (CRAS), Specialized Social Assistance Reference Center (CREAS) and the Municipal Foundation for the Well-being of Minors (FUMBEM).

After the announcement, those interested filled out the registration form. including personal and family information, as well as socioeconomic and cultural background. The technical team was responsible for welcoming, guiding, and referring patients.

The workshops were developed using participatory methodologies, encouraging the dialogue, the exchange of knowledge and the collective construction of knowledge, aiming to provide support to adolescents seeking to strengthen their autonomy and citizenship, and to realize their rights, starting with integration into the world of work. During participation in the workshops, it was ensured Snacks for those being served.

The route monitoring was continuous and participatory, taking into account the User feedback regarding their difficulties, expectations, and progress allows for adjustments and referrals throughout the project's execution.

Groups were organized with a maximum of 20 (twenty) users, with a total workload of 20 (twenty) hours. 60 hours, encompassing the stages of Socio-emotional Training (40h) and Professional Training with emphasis on literacy and digital inclusion (20h), in face-to-face meetings.

The meetings took place in the afternoon and evening shifts, as a strategy. fundamental to meeting the needs of adolescents enrolled in high school. comprehensive. Among the topics covered, self-knowledge, territory and citizenship, and empathy stand out. and diversity, nonviolent communication, organizational skills, curriculum workshop and Microsoft Office suite.

During the closing of the workshops, participants were encouraged to share their... impressions expressed through the completion of the Evaluation forms of Reaction/Impact

and the testimonies given regarding their participation, which supported the analysis of project results, contributing to the improvement of actions and the Replanning of future activities.

9 - BUILDING OPPORTUNITIES PROJECT – PARA DE MINAS

Actions to Promote Integration into the World of Work – CNAS Resolution No. 33/2011

9.1 - Target Audience

Adolescents between 14 and 18 years of age (not yet 18), in situations of vulnerability or risk social.

9.2 - Service Capacity

In 2025, 17 users were assisted, and 13 completed the training process.

9.3 - Financial Resources Used

The Building Opportunities Project was executed under Funding Agreement No. 17/2024, signed with the Municipality of Para de Minas/MG, through the Municipal Council for the Rights of Children and Adolescents (CMDCA).

9.4 - Human Resources Involved

Position	Training	Workload	Amount	Hiring Regime
Analyst of Human Development	Psychology	30h	01	CLT
Social Psychologist	Psychology	30h	01	CLT

The Building Opportunities Project team also had support from others. Professionals from the Pará de Minas branch and Social Workers located at the Network's headquarters. Citizen, in addition to third-party services (training, information technology, consulting and Legal consulting, accounting advice, communication, and others).

9.5 - Territorial Scope

It was possible to serve the entire town and surrounding regions of Para de Minas/MG, from which is considered to provide easy and secure access for the user.

9.6 - Demonstration of how the Social Assistance entity or organization fostered, encouraged, and enhanced user participation and/or strategies that were used in all stages of execution of their activities, monitoring and assessment.

The project activities consisted of disseminating information to the network. continuous social assistance and intersectoral collaboration throughout the project's execution, allowing to reach a larger number of interested parties; and meetings of professional training workshops, which aimed to promote training workshops based on the development of socio-emotional and professional skills, promoting self-awareness, expression and Valuing personal, social, and professional identity.

After the announcement, those interested filled out the registration form. including personal and family information, as well as socioeconomic and cultural background. The technical team was responsible for welcoming, guiding, and referring patients.

The workshops were organized with groups of up to 20 users, totaling 76 hours of instruction. training, which takes place in the morning and afternoon shifts, expanding the possibilities of User participation. During the workshops, snacks were provided to the participants. attended.

The welcoming atmosphere was the starting point, with meetings focused on listening and exchanging ideas. information, recognition of skills, and knowledge of the situation in which the user in life and at work. Following this, training workshops were offered. socio-emotional development that fostered an attitude of knowing, learning, and developing; and the workshop of Preparation for the world of work.

It was evaluated and reported by the Human Development Analyst, that during the In the workshops, users demonstrated active interaction, relating the content to their own experiences. life experiences and acquiring new knowledge.



Socio-emotional training workshop

During the closing of the workshops, participants were encouraged to share their... impressions expressed through the completion of the Evaluation forms of Reaction/Impact and the testimonies given regarding their participation, which supported the analysis of project results, contributing to the improvement of actions and the Replanning of future activities.

"The training program was very special. I met people I really enjoyed sharing this precious time with. It also helped me with my own personal development, to get to know myself even better, and to socialize with people. Besides, it cleared up some doubts about the rights of young apprentices. It also helped me forge new paths after I finished."

Fernanda – Participant

"Through this training program, I've had the chance to acquire valuable knowledge and skills that contribute to my professional growth. Along the way, I've made new friends and met new people. During this journey, I've learned a lot about myself and the skills I can develop."

Mariane – Participant

The route monitoring was continuous and participatory, taking into account the User feedback regarding their difficulties, expectations, and progress, enabling Adjustments and referrals throughout the project execution.

10 - DEVELOPMENT PATHWAY PROJECT – FORTALEZA

Actions to Promote Integration into the World of Work – CNAS Resolution No. 33/2011

10.1 - Target Audience

- Teenagers and young adults, aged 15 to 29;
- Elderly people over 60 years of age.

10.2 - Service Capacity

442 adolescents and young people were assisted, of whom 391 completed the process. training was conducted and 144 were hired; and 48 elderly people were assisted, of whom 46 They completed the training process.

10.3 - Financial Resources Used

The Development Trail Project was implemented through a partnership established with Instituto PHI and Fundacao Bradesco, private legal entities, constituting support financial.

10.4 - Human Resources Involved

Position	Training	Workload	Amount	Hiring Regime
Analyst of Human Development	Psychology	40h	01	CLT
Social Worker	Social Work	30h	01	CLT
Social Educator	Psychology	40h	01	CLT
Social Educator	Pedagogy	40h	01	CLT
Trainee	Higher education in progress – Management Resources Humans	30h	01	CLT

The Development Trail Project team also had support from others. professionals from the Fortaleza branch and Social Workers located at the headquarters of the Citizen Network, in addition to third-party services (training, information technology, advisory and consulting). Legal services, accounting advice, communications, and others.

10.5 - Territorial Scope

The territorial scope encompassed the entire city of Fortaleza, provided that, considered to be easy and secure access for the user.

10.6 - Demonstration of how the Social Assistance entity or organization... fostered, encouraged, and enhanced user participation and/or strategies that were used in all stages of execution of their activities, monitoring and assessment.

The Development Trail project was conceived with the objective of promoting development and strengthening of autonomy, self-knowledge and empowerment, facilitating (re)integration into the world of work and technological inclusion.

It is important to emphasize that professional qualification alone is not enough. Socio-emotional skills also play a crucial role in entering and remaining in the workforce. Through the provision of comprehensive preparation workshops for the world of work, participants had the opportunity to develop emotional and technical skills. aimed at their professional and

personal development. The workshops also consisted of an experiential method aimed at expressing personal, social, and professional identity, generating and adding value to life and work. The methodological strategies stemmed from The practice of reflection and dialogue, of shared experience and action within a group.

Throughout the project's execution, coordination was carried out with the network. social assistance and intersectoral, for the identification and referral of users, as well as Partnerships for the provision of infrastructure, aiming to facilitate access for users.

After the announcement, those interested filled out the registration form. including personal and family information, as well as socioeconomic and cultural background. The technical team was responsible for welcoming, guiding, and referring patients.

The workshops organized for the 15-29 age group totaled 40 hours. training sessions are held in the afternoon shifts, according to a study of availability. of users during the registration phase. It promoted the awakening of self-awareness and the developing users' technical skills, assisting users in the onboarding process, retention and qualified growth in the world of work. Tools were used to Identification of potential and areas of interest, Individual Development Plan (IDP). seeking to identify the profile, interests, and needs of each user in order to establish the best The path to follow for entering the world of work.



Workshop for Comprehensive Preparation for the World of Work



Closing - Comprehensive Preparation Workshop for the World of Work

The workshops organized with the group of elderly people totaled 66 hours of training, understanding the methodology previously outlined and digital inclusion and literacy. The tests were carried out in the morning and afternoon shifts, according to a study of the availability of users, in the registration phase, expanding the possibilities for user participation.

The experiences gained in the project groups and activities highlighted the richness from the personal, social, and professional trajectories brought by the users, recognizing this knowledge as central elements of the training process. The workshops were conducted by Analysts of Human Development, which utilized various participatory techniques promoting listening, qualified, the leading role and the exchange of experiences among the participants.



Socio-emotional training workshop



*Socio-emotional training workshop
– creation of affectionate quilt*



Socio-emotional training workshop



Digital literacy workshop

During the workshops, all participants were provided with snacks.

At the end of the workshops, participants were encouraged to share their findings, impressions expressed through the completion of the Evaluation forms of Reaction/Impact and the testimonies given regarding their participation, which supported the analysis of project results, contributing to the improvement of actions and the Replanning of future activities.

The route monitoring was continuous and participatory, taking into account the User feedback regarding their difficulties, expectations, and progress, enabling Adjustments and referrals throughout the project execution.

11 - DEVELOPMENT TRAIL PROJECT – GUAXUPE

Actions to Promote Integration into the World of Work – CNAS Resolution No. 33/2011

11.1 - Target Audience

Adolescents between 14 and 17 years and eleven months old, in situations of vulnerability or risk social.

11.2 - Service Capacity

151 users were assisted, of which 148 completed the training and 55 were hired.

11.3 - Financial Resources Used

The Development Trail Project was implemented through Funding Agreement No. 28/2024, signed with the Municipality of Guaxupe/MG, through the Municipal Secretariat of Social Development.

11.4 - Human Resources Involved

Position	Training	Workload	Amount	Hiring Regime
Social Worker	Social Work	30h	01	CLT
Analyst of Human Development	Pedagogy	40h	02	CLT

The Development Trail Project team also had support from others. professionals from the Guaxupé branch and Social Workers located at the headquarters of the Rede Cidadã (Citizen Network), in addition to third-party services (training, information technology, advisory and consulting). Legal services, accounting advice, communications, and others.

11.5 - Territorial Scope

It was possible to serve the entire town and surrounding areas of Guaxupé/MG, provided that considered to be easy and secure access for the user.

11.6 - Demonstration of how the Social Assistance entity or organization... fostered, encouraged, and enhanced user participation and/or strategies that were used in all stages of execution of their activities, monitoring and assessment.

The partnership with the municipality of Guaxupé, through the Municipal Secretariat of Social Development has enabled the implementation of the Development Trail Project since 2023. The greatest demand for registrations occurs through spontaneous application, especially from... indications from participants of previous editions of the project. Additionally, the articulation permanent collaboration with the social assistance network and other public policies in the territory. contributed to expanding user access, as well as enhancing opportunities for Participation in the activities offered by the project.

The project aimed to increase the autonomy and empowerment of teenagers. in situations of vulnerability and/or social risk, developing their skills socio-emotional and professional development, and to enhance referral and integration into the world of work.

After the announcement, those interested filled out the registration form. including personal and family information, as well as socioeconomic and cultural background. The technical team was responsible for welcoming, guiding, and referring patients.

The workshops were organized with groups of up to 20 users, totaling 40 hours of training, and were held in the afternoon shifts, according to a study of the availability of... users, during the registration phase. The workshops consist of a method that aims at the expression of Personal, social, and professional identity, generating and adding value to life and work. and offering users the fundamentals and practical guidance for entering the world of work. Tools for identifying potential and areas of interest were used, Individual Development Plan (IDP), seeking to identify the profile, interests and The needs of each user are needed to establish the best path to follow for integration into the system. world of work.

Snacks were provided to participants during the workshops.

It was evaluated and reported by the Human Development Analysts that the activities They promoted interaction among users, highlighting a communicative class profile and participatory. The collective evolution throughout the process is also noteworthy, especially in Sharing experiences and life stories, strengthening bonds and fostering the exchange of... knowledge. The users themselves reported satisfaction with the meetings, pointing out that the activities They exceeded their initial expectations by providing a welcoming, light and favorable environment participation.

User certification

"These 10 days on the trail were crucial for me and my colleagues to develop both professionally and personally. Each experience, test, and conversation helped mainly with self-knowledge. When I arrived here 10 days ago, I came with a certain preconception, thinking it would be something very boring and tedious, but as the days went by, I realized it was a confidential and welcoming place where I could talk about something without fear of being

judged, and honestly, realizing that was important for me to really open up and take another step in the pursuit of knowledge.”

Our facilitator (Juliana) has been very respectful to everyone from the beginning, always prioritizing understanding each person's needs in order to help. I would like to say that I am truly grateful to Rede Cidada and to Juliana for believing in the potential of everyone here. Truly, thank you very much."

Participant

The Route monitoring was continuous and participatory, taking into account the user feedback regarding their difficulties, needs, expectations, and progress allowing for adjustments and changes throughout the project execution.



User certification

12 - CONNECT PROJECT - NOVA LIMA

Actions to Promote Integration into the World of Work – CNAS Resolution No. 33/2011

12.1 - Target Audience

Adolescents, between 14 (fourteen) and 17 (seventeen) years and 11 (eleven) months of age, in at-risk and/or socially vulnerable residents of the municipality of Nova Lima, enrolled and frequently in high school.

12.2 - Service Capacity

56 users were assisted, of which 50 completed the training process and 6 were hired.

12.3 - Financial Resources Used

The Conecta Project was executed through Funding Agreement No. 016/024, signed with the Municipality of Nova Lima/MG, constituting financial support.

12.4 - Human Resources Involved

Position	Training	Workload	Amount	Hiring Regime
Social Worker	Social Work	30h	01	CLT
Analyst of Human Development	Psychology	30h	01	CLT
Social Educator Specialist	Pedagogy	30h	01	CLT

The Conecta Project team also had support from other professionals at the branch. from Nova Lima and Social Workers located at the headquarters of the Citizen Network, in addition to services of Third parties (training, information technology, legal advice and consulting, accounting advice, communication and others).

12.5 - Territorial Scope

The project served residents in the city of Nova Lima and surrounding areas, provided that considered to be easy and secure access for the user.

12.6 - Demonstration of how the Social Assistance entity or organization... fostered, encouraged, and enhanced user participation and/or strategies that were used in all stages of execution of their activities, monitoring and assessment.

The Conecta project aimed to provide support to teenagers between the ages of 14 and 17. 11 months old, in a situation of social vulnerability, seeking insertion into the world of work.

And the achievement of digital and financial empowerment, stimulating knowledge and developing skills and promoting professional training.

Throughout the project's execution, several coordination meetings were held, with the purpose of strengthening networking, consolidating inter-institutional partnerships and expanding visibility and dissemination of the project. The partnerships prioritized organizations within the network. social assistance, public education network, private entities within the social assistance network, and others. Municipal public policies that have a direct interface with the target audience.

After the announcement, those interested filled out the registration form, including personal and family information, as well as socioeconomic and cultural background. The technical team was responsible for welcoming, guiding, and referring patients.

The development of socio-emotional and professional skills was the strategy used to support users in developing autonomy, personal development, and technical and behavioral skills. The project activities consisted of qualifying Users who will be trained through workshops focused on the world of work and digital literacy, totaling 112 hours.

The welcoming atmosphere was the starting point, with meetings focused on listening and exchanging ideas, information, recognition of skills, and knowledge of the situation in which the User engages in life and work. Following this, socio-emotional training (28 hours) was offered, fostering an attitude of knowing, learning, and developing; and a workshop on preparing for the world of work, including a workshop on inclusion and digital literacy (84 hours).

Participatory methodologies and methods that encouraged dialogue and exchange were used, of knowledge and the collective construction of knowledge, with the active participation of users in proposed activities.

The Human Development Analyst assessed that the welcoming and... In general, socio-emotional training showed active participation from users. It was observed- if the strengthening of communication processes, favored by the fact that many of the users already maintaining connections in other social spaces, such as school and the community. Highlights- Furthermore, the relationship of trust and listening established between users and educator contributes... for a welcoming, participatory environment conducive to the development of activities.

During the closing of the workshops, participants were encouraged to share their... impressions expressed through the completion of the Evaluation forms of Reaction/Impact and the testimonies given regarding their participation, which supported the analysis of project results, contributing to the improvement of actions and the Replanning of future activities.

"I loved being able to participate in this project. I found the proposals of the Conecta course very cool, for example: they taught me to know myself, to know the origin of my name, to socialize better, to speak in public, to explore the wonders that computers provide us. I also felt privileged to be a student of Professors Stheycy and Livia, because I learned a lot from them and felt very welcomed and respected. Thank you Conecta for benefiting me so much."

Gabriel – Participant

The route monitoring was continuous and participatory, taking into account the User feedback regarding their difficulties, expectations, and progress, enabling Adjustments and referrals throughout the project execution.

13 - RIGHT TO WORK PROJECT – OSASCO

Actions to Promote Integration into the World of Work – CNAS Resolution No. 33/2011

13.1 - Target Audience

Teenagers and young people between 16 (sixteen) and 24 (twenty-four) years of age.

13.2 - Service Capacity

Sixty users were served, and seven were hired.

13.3 - Financial Resources Used

The Right to Work Project was implemented through Funding Agreement No. 089/2024 signed with the Municipality of Osasco, through the Department of Social Assistance, setting up financial support.

13.4 - Human Resources Involved

Position	Training	Workload	Amount	Hiring Regime
Analyst of Human Development	Social Work	40h	01	CLT
Social Psychologist	Psychology	30h	01	CLT

The Right to Work Project team also had technical support and Administrative staff located at the São Paulo unit, as well as at the Network's headquarters. Citizen, and third-party services (training, information technology, advisory and consulting services) Legal services, accounting advice, communications, and others.

13.5 - Territorial Scope

In the city of Osasco/SP, it was possible to serve the entire locality and surrounding regions, from which is considered to provide easy and secure access for the user.

13.6 - Demonstration of how the Social Assistance entity or organization... fostered, encouraged, and enhanced user participation and/or strategies that

were used in all stages of execution of their activities, monitoring and assessment.

Throughout the project's execution, several coordination meetings were held, with the purpose of strengthening networking, consolidating inter-institutional partnerships and expanding visibility and dissemination of the project. The partnerships prioritized organizations within the network. social assistance, public education network, private entities within the social assistance network, and others. Municipal public policies that have a direct interface with the target audience.

As a strategy to achieve greater user participation, it was coordinated with the The Executive Secretariat for Children and Youth and the Municipal Secretariat of Education are carrying out the event. from workshops in state schools. The allocation of these public spaces was strategic for to expand the territorial reach of the project and facilitate access for young people in vulnerable situations. vulnerability.

After the announcement, those interested filled out a registration form, including personal and family information, as well as socioeconomic and cultural background. The technical team was responsible for welcoming, guiding, and referring patients.

The route monitoring was continuous and participatory, taking into account the User feedback regarding their difficulties, expectations, and progress, enabling Adjustments and referrals throughout the project execution.

The project activities consisted of training adolescents and young people through Training workshops for the world of work, with a workload of 36 hours. The workshops were developed through participatory methodologies and a reflective-experiential method, stimulating Dialogue, the exchange of knowledge, and the collective construction of knowledge, with the active participation of... The topics covered enabled users to acquire... Socio-behavioral and professional skills are developed throughout the training. During participation Snacks were provided to those attending the workshops.

During the closing of the workshops, participants were encouraged to share their... impressions expressed through the completion of the Evaluation forms of Reaction/Impact and the testimonies given regarding their participation, which supported the analysis of project results, contributing to the improvement of actions and the Replanning of future activities.

"In my role as a psychologist, I was able to observe very clearly the positive impacts of socio-emotional actions on the lives of these young people. Emotional strengthening and the development of behavioral skills were fundamental aspects for the participants' progress. When working on themes such as self-awareness, empathy, communication, and life planning, I noticed a significant increase in young people's confidence regarding their choices and future planning. Furthermore, practical activities, such as

administering tests and participating in mock interviews, provided a concrete and meaningful experience in preparing for the job market. The Right to Work project was, therefore, more than just an initial challenge; it was a transformative experience that consolidated my work in the social field and reinforced my commitment to human development and the inclusion of young people in vulnerable contexts in the world of work."

Yasmim – Social Psychologist for the Project

As a result of the actions developed, the users acted as mobilizers in their groups and communities, encouraging other teenagers and young people to join the activities. of the project. This action strengthened youth leadership and expanded social connectivity. and the exercise of citizenship.



User certification

14 - START PROJECT – PARA DE MINAS

14.1 - Target Audience

Adolescents aged 14 (fourteen) to 17 (seventeen) years and 11 (eleven) months, in situation of risk and/or social vulnerability.

14.2 - Service Capacity

107 users were assisted, of which 77 completed the training process and 26 were hired.

14.3 - Financial Resources Used

The Start Project was executed through Funding Agreement No. 002/2024, signed with the municipality of Para de Minas, with resources from the Municipal Fund for the Rights of Children and Adolescents (FMDCA), constitutes financial support.

14.4 - Human Resources Involved

Position	Training	Workload	Amount	Hiring Regime
Analyst of Human Development	Psychology	30h	01	CLT
Specialist Educator	Information Technology	30h	01	CLT

The Project Start team also had support from other professionals at the branch office. Pará de Minas and Social Workers located at the headquarters of the Citizen Network, in addition to services of third parties (training, information technology, legal advice and consulting, advisory services) accounting, communication and others).

14.5 - Territorial Scope

It was possible to serve the entire town and surrounding regions of Pará de Minas/MG since which is considered to provide easy and secure access for the user.

14.6 - Demonstration of how the Social Assistance entity or organization... fostered, encouraged, and enhanced user participation and/or strategies that were used in all stages of execution of their activities, monitoring and evaluation.

The project activities consisted of dissemination of information and coordination with... a continuous social assistance and intersectoral network throughout the project, allowing it to achieve a larger number of interested parties; and socio-emotional and professional training workshops, with Emphasis on inclusion and digital literacy, enabling the integration of adolescents and young people into world of work.

After the announcement, those interested filled out the registration form. including personal and family information, as well as socioeconomic and cultural background.

Groups were organized with a maximum of 20 (twenty) users, with a total workload of 20 (twenty) hours. 128 hours, in face-to-face meetings, taking place in the morning and afternoon shifts. During the Those participating in the workshops were provided with snacks.

The welcoming atmosphere was the starting point, with meetings focused on listening and exchanging ideas. information, recognition of skills, and knowledge of the situation in which the The user in life and at work. Following this, training workshops were offered. socio-emotional, through the reflective-experiential method, which fosters an attitude of self-discovery, to learn and develop; and digital literacy and technology introduction workshops for the entrepreneurship.

Route monitoring for users began as soon as the user completed the route. their registration, being continuously assisted and supported, with actions aimed at helping them in overcoming their difficulties, in order to remain consistent in the program's activities, seeking opportunities for continuous growth and development of technical skills and behavioral.

During the closing of the workshops, participants were encouraged to share their... impressions expressed through the completion of the Evaluation forms of Reaction/Impact and the testimonies given regarding their participation.

"The Start project was an incredible experience. I gained a lot of knowledge through it, had the opportunity to meet amazing people, and made several friendships, some of which will last a lifetime. And what can I say about Felipe? He's an incredible person, a great teacher who made everyone feel welcome. I can only thank everyone."

Iara – Participant

"I loved learning things that I had difficulty learning before. Felipe is a great teacher; he understands our difficulties, helps us, and teaches us. I loved spending these moments with the class. I know that in the future I will need everything I am learning now. Thank you, Felipe."

Emanuelly - Participant

"The Start course has added a lot to my life, from computer skills to interacting with people from other cultures and exchanging ideas. This course will help me throughout

my life, and with the knowledge I've gained here, I'll be able to enter the job market in a more prepared and structured way."

Meire – Participant

The workshops promoted the strengthening of employability initiatives in the territory of Para de Minas/MG, through referrals of users to job opportunities.



Workshop on inclusion and digital literacy



User certification

Signature of the President/Director of the NGO

Partial Institutional Report 2025 (PDF)

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